



## REQUEST FOR APPLICATION



### MATHEMATICS ACHIEVEMENT FUND GRANT

<p style="text-align: center;">Deadline</p> <p style="text-align: center;"><b>4 p.m. (ET)</b>  <b>Tuesday, October 4, 2016</b>  <i>(Applications received after 4 p.m. (ET) will <b>NOT</b> be reviewed)</i></p>	<p style="text-align: center;">Issued By</p> <p style="text-align: center;"><b>Kentucky Department of Education  Office of Teaching and Learning  Division of Learning Services</b></p>
<p style="text-align: center;">Email All Questions To:</p> <p style="text-align: center;">Kentucky Department of Education  Procurement Branch  <a href="mailto:KDERFP@education.ky.gov">KDERFP@education.ky.gov</a>  (Questions will only be accepted via email)</p>	<p style="text-align: center;">Submit Applications to:</p> <p style="text-align: center;"><a href="mailto:KDERFP@education.ky.gov">KDERFP@education.ky.gov</a>  <i>(only electronic applications will be accepted)</i></p>
<p style="text-align: center;"><b>ELIGIBILITY</b></p> <ol style="list-style-type: none"> <li>1. All public school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD), with students in the primary program who are struggling with mathematics, are eligible to apply.</li> <li>2. The public school district must submit a separate application for each school.</li> </ol>	
<p style="text-align: center;"><b>Grant Approved Primary Mathematics Intervention Programs</b></p> <p>Schools shall select a grant approved primary mathematics intervention program. Applications selecting programs that are not grant approved will be deemed non-responsive and will not be reviewed. See below for grant approved programs:</p> <ul style="list-style-type: none"> <li>• <i>Add+VantageMR (AVMR)</i></li> <li>• <i>Assessing Math Concepts</i> by Kathy Richardson</li> <li>• <i>Do the Math</i> by Marilyn Burns</li> <li>• <i>Math Recovery</i></li> </ul>	
<p>Please note the following requirements must be met or the application will not be considered:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selection of a grant approved primary mathematics intervention program (see above list);</li> <li><input type="checkbox"/> Submission of a redacted copy without identifying information;</li> <li><input type="checkbox"/> Submission and receipt of the scanned application (original copy and redacted copy without any identifying information) by <b>Tuesday, October 4, 2016 at 4 p.m. (ET)</b> via email to <a href="mailto:KDERFP@education.ky.gov">KDERFP@education.ky.gov</a>.</li> </ul>	

**KENTUCKY DEPARTMENT OF EDUCATION**  
**Request for Competitive Application**

**Mathematics Achievement Fund Grant**

**Deadline – Tuesday, October 4, 2016 4 p.m. (ET)**

The Office of Teaching and Learning is issuing a Request for Application (RFA) for Kentucky public school districts to apply on behalf of individual schools. KSB and KSD are also eligible to apply. The grant will fund mathematics intervention services for primary students who are struggling to meet grade level or benchmark expectations for mathematics.

### **Funding**

The Kentucky Department of Education (KDE) anticipates funding approximately 90 schools at an estimated \$50,000 per year to support the hiring of one full-time mathematics intervention teacher (MIT) and training for the intervention team consisting of the intervention teacher and two classroom teachers per school. Grants are renewable for up to four years, contingent on successful implementation of intervention components, grant requirement compliance, demonstrated student progress and the availability of funds.

### **Background**

The Mathematics Achievement Fund (MAF) grant provides schools with funds for teacher training and implementation of intervention services that address the needs of students in the primary program who are struggling to meet grade level or benchmark expectations for mathematics. The intervention services should promote evidence-based practices in mathematics. Selected mathematics intervention services should be based on data specific to the needs of the identified students.

As specified in [KRS 158.844](#), the intervention services selected shall:

- be provided to a student by a highly trained, certified teacher
- be based on reliable, replicable research; and
- be based on the ongoing assessment of individual student needs.

The mathematics intervention services and programs selected by schools will determine the instructional method required for implementation (one on one or students grouped for the specific purpose of receiving appropriate intervention services).

The fiscal agent for the application for public schools shall be a local school district.

## General Requirements

### I. Grant Approved Intervention Program Selection

- a. Schools shall implement one of the following grant approved primary mathematics intervention programs:
  - *Add+VantageMR (AVMR)*
  - *Assessing Math Concepts* by Kathy Richardson
  - *Do the Math* by Marilyn Burns
  - *Math Recovery*
- b. Funds must be used to implement evidence-based mathematics interventions. The selected mathematics interventions must meet the needs of the primary students identified as struggling to meet grade level or benchmark expectations for mathematics. The mathematics interventions must supplement, not replace, regular classroom instruction for the students.

### II. Student Selection

Students receiving MAF interventions must be in the primary program (K-3) and identified as struggling to meet grade level or benchmark expectations for mathematics.

### III. Intervention Teacher Selection and Responsibilities

- a. The intervention teacher selected must be a certified teacher with at least three years teaching experience that has completed the Kentucky Teacher Internship Program (KTIP). Preference shall be given to teachers with at least three years of primary teaching experience or training in mathematics intervention services for primary students.
- b. Funds must be used to hire one full-time Mathematics Intervention Teacher (MIT). The MIT must be a highly trained, certified teacher, not classified staff or an instructional assistant. The MIT must provide intensive interventions to students in the primary program.
- c. Funds must be used to train the MIT in the grant approved primary mathematics intervention program and classroom teachers in supporting professional learning. When a teacher is hired to fill the MIT position during the grant cycle, the school must agree to train the teacher in the grant approved primary mathematics intervention program at the school's expense.
- d. At least one-half of the MIT's time must be spent delivering intensive mathematics interventions to primary grade students using the grant approved primary mathematics intervention program. The remaining time may be spent providing additional intensive mathematics interventions to primary grade students or providing support to other teachers in the area of mathematics. The MIT must serve on the school's Kentucky System of Intervention (KSI)/Response to Intervention (RTI) team. The MIT must schedule time for co-teaching with teachers from the school mathematics team during mathematics instructional time. Examples of other activities may include administering the universal

and/or diagnostic assessments, analyzing data, collaborating with colleagues, and/or encouraging family involvement. The majority of the instructional day shall be dedicated to directly providing services to students. The MIT may have supervisory duties equal to, but not greater than, the other teachers in the building. The MIT shall have appropriate planning time equal to, but not greater than, the other teachers in the building. The MIT may not serve as a substitute teacher. **The MIT must submit a detailed schedule to the KDE for feedback and approval each fall.**

#### **IV. School Mathematics Team Selection and Responsibilities**

- a. The school must develop a school mathematics team including the MIT, principal, a primary classroom teacher and an intermediate classroom teacher. In schools with primary grade levels only, two primary classroom teachers shall be selected. Teachers should be selected based on exemplary service, dedication to learning mathematics pedagogy and a commitment to 10 days of intensive training. Each year, additional classroom teachers shall be selected to participate on the school mathematics team and receive intensive mathematics training.
- b. The school mathematics team shall attend a fall professional learning event held by the KDE and the Kentucky Center for Mathematics (KCM).
- c. The principal must agree to pay for the MIT and two classroom teachers on the school's mathematics team to attend at least one state mathematics conference approved by the KDE.
- d. The two classroom teachers selected to serve on the school mathematics team each year shall be available for collaboration and co-teaching with the MIT throughout the school year and reflected in the MIT's schedule.
- e. After completing the 10 days of intensive mathematics training, the school mathematics team will lead professional learning with additional teachers to build capacity in the building.

#### **V. Assessments and Reporting Requirements**

- a. In order to have a standard measure of progress, the school must use a universal screener, conduct progress monitoring, and provide outcome measures required by the KDE and the KCM at least twice per year.
- b. The school mathematics team must agree to participate in statewide evaluations of the interventions at the request of the KDE. The MIT must submit evaluation documentation in a timely manner to the KDE and KCM at least twice a year.
- c. The MIT must utilize the Kentucky Student Information System (KSIS), currently Infinite Campus (IC), Intervention Tab to record intervention services, including program, tier movement and service results. The data will be reviewed by the KDE quarterly. When

necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.

- d. The district finance officer must provide quarterly financial reports to the KDE, school principal, and MIT for the funded school.
- e. The principal must submit an annual assurance statement and budget summary form at the request of the KDE each school year.

#### **VI. Other Requirements and Non-Negotiables**

- a. Funds shall not be used to purchase a core, comprehensive mathematics program for the entire primary population. The school must already have in place a core curriculum. The MIT should provide supplemental intervention services, so the identified student receives intervention services in addition to core instruction. Intervention students should participate in regular core mathematics instruction and may not receive intervention services during core instructional time.
- b. The school must provide a certified substitute to implement intervention services in the event the MIT is absent or otherwise unable to provide services. Long-term substitutes with training in primary mathematics intervention services are preferred.
- c. If needed to carry out the interventions effectively, the school and/or district will provide additional resources and funds. Additional funds may come from appropriate federal, state and/or local sources.
- d. The KDE and the KCM will record and maintain documentation of grant compliance. Failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the MAF grant.

#### **Specific Program Elements:**

The MAF grant applications should contain the following information about the proposed mathematics interventions. Failure to include this information may result in the application not being funded as a result of low scores from reviewers trained to look for these elements.

- 1. Evidence of students struggling to meet grade level or benchmark expectations for mathematics.
- 2. Universal Screener must be:
  - reliable and valid;
  - age-appropriate;
  - ongoing; and
  - in alignment with relevant state/national mathematics standards.

3. The MIT's professional learning must prepare them to deliver interventions that:
  - align and supplement the school's existing core mathematics curriculum;
  - are based on carefully diagnosed student needs;
  - align with current state/national mathematics standards and/or mathematical practices;
  - include evidence-based mathematics intervention strategies;
  - are developmentally appropriate; and
  - allow students to flexibly move in and out of tiered services based on individual needs.
4. Annual evaluations must include:
  - longitudinal student performance data and comparative progress data;
  - formative and summative assessment results;
  - number of students identified in need of mathematics interventions;
  - number of students actually served;
  - number of hours students receive interventions;
  - evaluation of student progress data;
  - description of professional learning in mathematics interventions for the MIT;
  - leadership activities;
  - family involvement;
  - principal involvement;
  - reflection on next steps;
  - action plan for improvement;
  - evidence of sustainability;
  - evidence of teacher's experience level; and
  - reflection on leadership team.
5. The conditions necessary for implementation shall:
  - demonstrate a need for the mathematics interventions;
  - provide specific school-wide student data;
  - demonstrate the commitment level of school and district implementing services;
  - provide teacher qualifications;
  - explain strategies (delivery/days/times);
  - include rationale for the services chosen for implementation; and
  - include a budget summary form.

## Allowable Activities

Funds may be used to:

- support professional learning experiences for the MIT and teachers serving on the school mathematics team;
- implement evidence-based mathematics interventions designed to improve the mathematics achievement of students identified as struggling to meet grade level or benchmark expectations for mathematics;
- provide salary for a certified teacher highly trained in mathematics interventions for primary students to support implementation of the mathematics interventions;
- provide quality professional learning experiences on evidence-based mathematics intervention instructional strategies that improve the mathematics achievement of primary students ;
- cover expenses for:
  - registration fees and travel for the school mathematics team to attend conferences specific to mathematics instruction;
  - release time, substitutes or stipends for the teachers to participate in job-embedded professional learning experiences including study groups and/or self or peer reflection on teaching practices related to mathematics;
  - materials required for professional learning of the mathematics team;
  - training the mathematics team in aligning family involvement activities to support the mathematics instruction and interventions;
- purchase instructional materials required as a part of the evidence-based mathematics interventions; and
- purchase software which is integral to the mathematics intervention program and/or purchase technology equipment, not to exceed \$2,500 per year. All technology equipment, including the computers, must be housed in the mathematics intervention area with priority for usage given to students served by the MIT.

The MAF grant funds may **not** be used for:

- administrative or indirect costs;
- capital expenditures;
- furniture;
- classified staff or instructional assistants;
- food;
- mathematics coaches or other administrative only staff positions (or any part of their salaries).

If an application is funded and includes unallowable expenditures, the budget must be amended before any funds will be distributed.

## Submission of Questions

All questions must be submitted via email to the KDE mailbox at [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov) by Wednesday, August 31, 2016 at 12 p.m. ET. All questions and answers will be posted with the RFA on the KDE website on or around Friday, September 9, 2016.

## Technical Assistance

To assist districts in preparing an application, the KDE will offer four regional technical assistance sessions for the purpose of application preparation. Attendance is not required but encouraged, as this will be the only opportunity for in-person questions.

Technical assistance sessions are free and available to all applicants, but space is limited. Applicants should RSVP by emailing Pamela Pickens at [pamela.pickens@education.ky.gov](mailto:pamela.pickens@education.ky.gov) with their district, school, number of individuals attending, and location of the session. **Please RSVP by Thursday, August 11, 2016 at 4 p.m. ET.**

Applicants should advise the KDE within seven working days of the scheduled technical assistance sessions of any special accommodations needed for attendees.

Technical Assistance Sessions		
<b>Monday August 15, 2016</b>	10 a.m. – 4 p.m. ET	Kentucky Transportation Cabinet, Auditorium 200 Mero Street Frankfort, KY 40601
<b>Tuesday August 16, 2016</b>	10 a.m. – 4 p.m. ET	Kentucky Valley Educational Cooperative 412 Roy Campbell Drive Hazard, KY 41701
<b>Wednesday August 17, 2016</b>	9 a.m – 3 p.m. CT	Green River Regional Educational Cooperative 230 Technology Way Bowling Green, KY 42101
<b>Thursday August 18, 2016</b>	9 a.m. – 3 p.m. CT	Western Kentucky Educational Cooperative, Conference Center 435 Outlet Avenue Eddyville, KY 42038

## Intent to Apply

In order to secure an adequate number of grant reviewers prior to the review process, please email [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov) by 4 p.m. ET on **September 20, 2016**. Include the school name, district name and contact name. This email is for planning purposes only and does not obligate you to submit a proposal.

## Application Deadline

**The KDE must receive, in its email inbox, the application by October 4, 2016 at 4 p.m. ET.** Applications received after this time and date will not be accepted. Furthermore, applications not complying with any of the technical requirements will be deemed non-responsive. Redacted copies should not contain any identifying information (For example: district name, school name, county, individual names). Applications with identifying information will be deemed non-responsive. Non-responsive applications will not be scored. It is the district's responsibility to check the [KDE Competitive Grants webpage](#) regularly for new information (including amendments) regarding this solicitation. Applicants are responsible for contacting the KDE confirming the receipt of their application.

## Contract Award

Districts will receive preliminary notice of awards on or around Monday, November 28, 2016. At the conclusion of the RFA process, Memorandums of Agreements (MOAs) will be developed with all awarded applicants. The first MOA effective date is anticipated to be July 1, 2017 and funds will be eligible for use from the MOA effective date through June 30, 2018. Additional MOA contracts will be developed as needed to extend grant awards. Activities prior to the effective date of the MOA are not allowable charges. The district must submit quarterly expenditure reports. The first payment will be made upon approval of the contract, submission of the MAF assurance statement and updated budget summary form.

## Application Components

The application should contain the following items presented in the order listed below. Each component should be clearly labeled within the application.

1. Application Cover Page
2. Table of Contents with page numbers
3. Narrative Description of the MAF grant interventions (limited to 20, single-sided, double-spaced pages). Please note that the narrative description limit of 20 pages includes Parts 1-7 of the evaluation criteria. The cover page and table of contents are not included in the 20 page limit.
4. School Budget Summary Form

## Formatting Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. Text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.
2. Text contained within **charts/graphs** may 10-point font.
3. **Bullets** may be single-spaced; however, they should not be used excessively.

4. Pages should be numbered consecutively with the narrative beginning on page one. Do not number the application cover page or the Table of Contents.
5. The narrative description of the MAF grant application shall not exceed **20** single-sided, double-spaced pages. The cover page and Table of Contents are not included in the 20-page limit.
6. The narrative description of the MAF grant application should have side and top margins of one inch.

## Submission of Application

**The KDE must receive, in its email inbox, the application by October 4, 2016 at 4 p.m. ET.** Applications received after this time and date will not be reviewed nor considered for award. Furthermore, applications not complying with any of the technical requirements may be deemed non-responsive. Redacted copies should not contain any identifying information (i.e., district name, school name, county, individual names). Applications with identifying information will be deemed non-responsive. It is the district's responsibility to check the [KDE Competitive Grants webpage](#) regularly for new information (including changes) regarding this solicitation. Applicants are responsible for contacting the KDE confirming the receipt of their application.

1. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as **MAF17-District-School Name-Original**. (For example: Southside Elementary School in Woodford County would save the original application as *MAF17-Woodford-Southside-Original*.)
2. Scan or save the completed redacted application in its entirety to PDF format. The redacted copy should not contain identifying words or names of people, districts, counties, or schools. Applications with identifying information will be deemed non-responsive. The cover page does not need to be scanned or saved for the redacted copy. Save the redacted application as **MAF17-District-School Name-Redacted**. (For example: Southside Elementary School in Woodford County would save the redacted application as *MAF17-Woodford-Southside-Redacted*.)
3. Email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)
  - ☐ **The date/time on the received email must be by 4 p.m. ET, October 4, 2016.**
  - ☐ On the subject line of the email, type **MAF17-District-School Name**.
  - ☐ If at all possible, **send both attachments in the same email** and label the original application attachment **MAF17-District-School Name-Original** (For example: Southside Elementary School in Woodford County would save the original application as *MAF17-Woodford-Southside-Original*.) and the other attachment **MAF17-District-School Name-Redacted**. (For example: Southside Elementary School in Woodford County would save the redacted application as *MAF16-Woodford-Southside- Redacted*.) If necessary, the application may be sent in parts. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of October 4, 2016 by 4 p.m. ET**
  - ☐ Keep in mind that email coming in to the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.

- ❑ Applications not received by the deadline will not be reviewed or considered for award.
- ❑ Redacted copies should not contain any identifying information (i.e., district name, school name, county, individual names). Applications with identifying information will be deemed non-responsive.

## **Evaluation of Application**

Independent reviewers will be trained for this specific competition and they will evaluate applications using the RFA and a scoring rubric aligned to the criteria established in the RFA. Recommendations will be based on independent reviewer scores. The KDE also reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications. The KDE will select reviewers with grant experience, knowledge of the current state standards or mathematics instruction. A Call for Reviewers, including a reviewer application, is available on the [KDE Competitive Grants webpage](#).

# Mathematics Achievement Fund Grant

## Evaluation Criteria

The narrative description should be written in the chronological order in which the criteria are written below. Parts 1-7 should be limited to 20 single-sided, double-spaced pages and have margins of one inch. The budget summary form is not included in the 20-page limit. **Do not include any additional attachments.**

Evaluation Criteria		Maximum Points
<b>Part 1: Identification of Need</b>		<b>10 points</b>
This section should describe the comprehensive mathematics model <u>currently</u> in place at the school and also demonstrate a compelling need for the Mathematics Achievement Fund (MAF) grant.		
Describe the comprehensive mathematics model currently used in the school. Based on reliable and valid data, provide evidence to demonstrate a compelling need for the MAF grant.		
<b>Part 2: Description of the Response to Intervention (RTI) Framework</b>		<b>15 points</b>
This section should describe how interventions are implemented currently at the school.		
Describe how the school's current RTI framework is implemented, including assessment data, scheduling, and the process for determining eligibility and tier movement.		
<b>Part 3: Identification of the Grant Approved Program</b>		<b>10 points</b>
This section should explain how the intervention program will meet the needs of the students.		
Identify the grant approved mathematics intervention program the school will implement from the following list: <i>Add+VantageMR</i> , <i>Assessing Math Concepts</i> by Kathy Richardson, <i>Do the Math</i> by Marilyn Burns or <i>Math Recovery</i> and explain how the identified intervention program will meet the mathematics needs at the school.		
<b>Part 4: Identification of the Students to be Served in MAF</b>		<b>10 points</b>
This section should explain how the MAF interventions will complement services already in place at the school and the criteria to be used in identifying and exiting students for MAF services.		
Explain how the identified intervention program will complement current mathematics interventions at the school. Include the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program.		

<b>Part 5: Professional Learning and Sustainability</b>	<b>25 points</b>
This section should describe the ongoing professional learning and how the grant will impact mathematics instruction at the school.	
Describe how the school mathematics team will enhance the comprehensive mathematics model and build capacity to impact mathematics instruction school-wide. Include a plan for family involvement initiatives to support the mathematics instruction. Discuss how the work of the MAF will be sustained beyond the grant.	
<b>Part 6: Assessment and Evaluation Plan</b>	<b>20 points</b>
This section should provide a detailed and comprehensive plan for evaluating the impact and effectiveness of the mathematics intervention plan and implementation.	
Based on current data, identify the anticipated number of students that will be served as a result of the MAF grant. Include an explanation of how the anticipated number of students was determined. Explain how multiple sources of data will be used throughout the MAF interventions. Include a description of specific and measurable long-term goals for student achievement and instructional change over time.	
<b>Part 7: Budget</b>	<b>10 points</b>
This section should describe the fiscal resources needed for the interventions and a detailed explanation of how funds will be used.	
Explain how the grant and resources will be used efficiently and how additional funds will be used to supplement the cost of implementing mathematics intervention services beyond the grant award amount.	
<b>Grant Criteria Total Points</b>	<b>100</b>

# KENTUCKY DEPARTMENT OF EDUCATION

## Mathematics Achievement Fund Grant Application Cover Page

District:		Amount Requested:	\$
District Contact:		Phone:	
School:			
School Contact:		Phone:	
Grant Writer:		Phone:	
Email:			

Mathematics Intervention Grant Approved Program Selected:

***I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders. I assure the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirement and deadlines could result in partial or complete loss of funding of the Mathematics Achievement Fund.***

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My commission expires

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My commission expires

## Mathematics Achievement Fund Grant

### Budget Summary Form

\_\_\_\_\_

**District**

\_\_\_\_\_

**Name of School**

**Instructions:** Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Code. Not all MUNIS codes listed need to be used. However, the school may not use MAF grant monies for any MUNIS code that is not listed. Successful approval of budget is pending further review by the KDE.

MUNIS Code	Description	Amount	Explanation of Expenditures
0110	Certified Permanent Salary		
0113	Stipends for Certified Staff		
0120	Certified Substitutes		
0211	Life Insurance <sup>1</sup>		
0221	Employer FICA Contribution <sup>1</sup>		
0222	Medicare Employer Contribution <sup>1</sup>		
0251	State Unemployment Insurance <sup>1</sup>		
0260	Workers Compensation <sup>1</sup>		
0298	Other Employee Paid Benefits <sup>1</sup>		
0580	Travel		
0610	General Supplies		
0643	Supplemental Books, Study Guides & Curriculum		
0646	Tests <sup>2</sup>		
0734	Technology Related Hardware		
0735	Supplies – Technology Related		
0810	Due and Fees		
<b>Total</b>			

<sup>1</sup>These expenses may be paid from MAF grant funds, if they are paid for other teachers within the district.

<sup>2</sup>Schools may spend MAF grant funds for pre-screening all primary students.